



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Schemes of work updated to be in line with the requirements of the National Curriculum.</p> <p>More children have attended Links events than in previous years. Children are encouraging each other to be more active on the playground and are more focussed because of the playground markings this is supporting children in hitting the '30 Active Minutes'</p> <p>Clear progression of skills in place for the fundamentals; agility, balance and coordination.</p> <p>Gymnastics and Dance schemes skills outlined in the new schemes.</p>	<p>Continue to upskill teaching staff to deliver good and outstanding PE lessons.</p> <p>Embed the 30 minutes of physical activity a day across the school for all pupils.</p> <p>Create Y2 sports leaders.</p> <p>Complete case studies/discussions with the children to monitor the impact of sports premium funding, alongside lesson observations.</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19		Total fund allocated: £17,150		Date Updated: July 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					35 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Develop the role of Y2 sports leaders during lunchtimes to encourage physically active lunchtimes for pupils.</p> <p>To further develop the concept of Active 10 in all classes resulting in an increase in the amount of time the children are physically active throughout the school day.</p>	<p>Faye Ruddleston (LINKS SSCO) to come in and work with the children and staff - Autumn Term 2.</p> <p>Arrange a follow up visit during the Spring Term to monitor the impact of Sports Leaders on active playtimes.</p> <p>Staff meeting to share the importance of physical exercise and the positive impact on levels of concentration.</p> <p>Raise the profile of physical activity in school amongst children and staff.</p> <p>Work towards creating a culture</p>	<p>£1500 – cost of staff to support sports leaders</p> <p>£1500 – cost of LINKS support</p> <p>Hoodies and water bottles for the sports leaders £600 (Direct printing)</p> <p>£434 invoice November 2018 for hoodies and caps</p>	<p>Training for midday supervisors, teaching assistants and children for the 12th and 19th November to launch Sports Leaders.</p> <p>Whole school assembly for the 19th November.</p> <p>Timetable of support for sports leaders arranged and updated throughout the year</p> <p>Sports leaders application forms</p> <p>Some staff submitted timetables to show when Active 10 was happening within their day although this didn't happen consistently across the school.</p> <p>Active 10 is happening in some</p>	<p>Further embed the role of sport leaders by arranging a weekly meeting with a TA (C Woodhead?) to timetable the activities for the week ahead.</p> <p>Complete applications to choose the children to become sports leaders.</p> <p>Look at staffing when it comes to supporting the sports leaders, what support/resources do they need to help the children embed their role?</p> <p>Does Active 10 need to be timetabled so that we all complete it at the same time?</p> <p>If each class is timetabling</p>	

<p>To develop the use of Maths of the Day as a tool for encouraging the children to be physically active within</p>	<p>where being physically active is encouraged and prioritised.</p> <p>Staff to provide LD with a copy of weekly timetables during Aut 2 to show where in the school day Active 10 is taking place. LD to plot this on an Active School Planner to show the impact on the amount of time the children are active throughout a typical school day.</p> <p>Children to become Active 10 leaders and to plan the timetable of activities for the week. (Trialed by year 2 initially)</p> <p>LD to set up a change for life club to target inactive children starting in the Spring Term</p> <p>https://www.activeschoolplanner.org/</p> <p>Use the tracker as a tool for measuring the amount of time children are physically active throughout a school day. Complete 3 throughout the year to show an increase in the amount of time spent active.</p> <p>Staff meeting time to share resource and give staff time to trial resources.</p>	<p>£400 for a coach for a full term.</p>	<p>classes but not all (see monitoring document for discussion with pupils)</p> <p>Resource was shared during the Autumn Term Staff meeting Reminded of resource for Healthy Week June 2019</p>	<p>Active 10 individually then lesson plans need to be adjusted accordingly to allow time to fit active 10 in.</p> <p>Active 10 leaders in each class would help to ensure that it happens on a daily basis- they can organize the activities for the day to pass the ownership to the children. This was trialed in 2DF at the beginning of the year and worked well.</p> <p>Change for life set up and ran for two half terms. To be arranged for next year using LINK coaches.</p> <p>Staff meeting time allocated to share this resource with staff. Look into the English resource too?</p>
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lessons. To develop the Y1 outdoor provision to improve gross and fine motor coordination	Plan for opportunities to incorporate outdoor learning as part of the curriculum with a specific focus on motor coordination and development. Utilise the outdoor area to ensure that the children are receiving 30 active minutes a day.	£2000		
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Display board in the hall to be updated with recent achievements and information from competitions/festivals to help raise the profile of PE and Sport for all parents/visitors.</p> <p>Achievements at festivals/events to be shared during celebration assemblies so that the whole school is aware of the importance of PE and Sport, therefore encouraging children to be involved in these activities.</p>	<p>LD to update the board with the most recent information.</p> <p>Achievements celebrated in assembly (attendance at festivals/ LINKS events, notable achievements in lessons etc.).</p> <p>Update the website with sporting achievements</p> <p>Sports Leaders to make a contribution to the school newsletter during the Summer Term.</p>		<p>Display board updated</p> <p>Achievements shared in assembly to raise the profile of sporting achievements</p>	<p>Use subject leader time to update display board once a term</p> <p>Use subject leader time to update the website with sporting achievements each term</p> <p>Sports leaders to contribute to the newsletter during the Summer Term with support of assigned TA.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Support the staff in the delivery of REAL PE for the teaching of the fundamental physical skills outlined in the national curriculum.	<p>Pam Stevenson to deliver staff meeting and in school support during the spring term.</p> <p>Embed the concept of multi ability cogs during PE lessons</p> <p>Use the assessment framework once a half term for REAL PE sessions</p>	£ 3000	<p>19.11.18- all staff have access to online learning platform Jasmine making REAL PE sessions more accessible.</p> <p>Kristina Scott delivered a REAL PE twilight (15.1.19) to share Jasmine with all staff and deliver a model REAL PE session.</p> <p>Following on from the twilight all staff worked alongside Kristina Scott for three sessions during the Spring Term to support the delivery of REAL PE. The model of this support was-</p> <p>Session 1 – Teacher observes Kristina</p> <p>Session 2- Team teach</p> <p>Session 3 – Teacher leads with Kristina as support</p> <p>Staff meeting during Summer 2 led by LD shared the importance of rewarding the multi ability cogs for REAL PE lessons and also</p> <p>Staff are more confident when delivering REAL PE lessons, both in terms of subject knowledge and</p>	<p>To further embed the concept of rewarding for the multi ability cogs during REAL PE lessons.</p> <p>Sarah G to attend REAL PE subject leader training</p> <p>Staff to trial assessment of REAL PE lessons during week 1 and week 3 using the FUNS assessment sheet during the Autumn term</p> <p>Plan a staff meeting to review assessment towards the end of the autumn term.</p> <p>Use the support of LINKS to conduct joint lessos observations to assess the impact of the training delivered to staff this year. Does this highlight any further gaps that need to be addressed through further training.</p>
Support the staff in the delivery of the gym and dance schemes from LINKS.	<p>Support from LINKS to work with staff to increase the confidence in the delivery of these lessons.</p> <p>Gym- Autumn term</p> <p>Dance- Spring term</p> <p>Faye to deliver a staff meeting during Autumn term –safe handling of apparatus during gymnastic lessons</p> <p>Monitor the impact of support through joint lesson observations with Faye (SSCO) and discussions with the children.</p> <p>Audit of resources with SSCO.</p>			

	Identify any gaps and purchase necessary equipment. LD to attend Sports Conference during the Autumn Term Non contact time for PE and Sport Coordinator	£1000 £1200	what a good lesson looks like. Faye Ruddleston worked with all teachers during Autumn Term 1 2018 on the delivery of the new gymnastics scheme using the observe, team teach and teacher led model. Pupils demonstrate a higher level of skill within gymnastics lessons. Staff are more confident when delivering gymnastic lessons, both in terms of subject knowledge and what a good lesson looks like.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Continue to offer a wider range of activities both within and outside the curriculum in order to get more children involved. Focus particularly on those children who do not take up additional PE and Sport opportunities.	Undertake all festivals/events offered through the sports partnership Arrange a pupil survey to ascertain what pupils would like. - Involve external coaches to work with staff in clubs during lunchtime and after school. Swimming lessons Year 2 Summer Term	£2500	8.11.18 12 Gymnasts attended Move It Festival at Bradfield Secondary school. Discussions with pupils highlighted that they would like to see an increase in the clubs that are offered during lunchtimes and after school. Y2 swimming lessons completed during the Summer Term.	Continue to attend festivals and events organised through the LINKS partnership. Start Yoga club with Sue Charles in the Autumn term Look into asking rigger eds to come back into school for an after school club Hold further discussions with the children about what other clubs they would like to be part of during the spring term.

Pupil mental health and well being	<p>Healthy Week in the Summer Term to be used to offer a range of new activities to the children with a view to setting up further clubs based on the children's interests.</p> <p>Change for Life club to target physically inactive children.</p> <p>Additional resources for new PSHE scheme</p>	£500	<p>Healthy week commenced during the 2nd half of the summer term with a wide range of sporting opportunities made available to the children.</p> <p>Change for life club completed</p>	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce additional competitive sports opportunities for children based on their views on what sports they would like to participate in.</p> <p>Beat your Best cards to be used to encourage the children to compete against their best score. Develop a positive attitude towards competition across school.</p>	<p>Attend skipping festival in the Summer Term with the Y2 children.</p> <p>Implement the use of Beat your Best cards during lunchtimes through Sport Leaders.</p> <p>Introduce a competitive element to sports day.</p>	£300	<p>Children attended the partnership sports day at the EIS where they competed in teams.</p> <p>Also participated in the y2/3 joint sports day where they competed in teams.</p> <p>Sports day introduced an element of competition. The children were put into coloured teams and the Nook Lane sports leaders scored the children according to level of</p>	<p>To continue to attend the events that provide the opportunity for participation in competitive sport</p> <p>To further embed the opportunities planned for using the REAL PE scheme for the participation in competitive games.</p> <p>Sports Leaders to promote the participation in competitive sport at playtimes and lunchtimes.</p>

	<p>LD to create a school sports register to track and target every child's participation in school sports.</p> <p>Transport to events</p>	<p>£800- £110 16 seater to attend move it festival at Bradfield (8.11.12)</p>	<p>skill and team spirit shown. The winning team was announced in assembly.</p>	<p>Register for school sports to be completed. PE coordinator to use subject leader time to update the register regularly.</p>
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